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# HU Journal, Volume 5 Issue 11

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# The University Journal

Howard University

VOL. 5

WASHINGTON, D. C., MARCH 10, 1908

No. 11

## The Manual Arts Departments---5

### What Does Manual Training Contribute to Education?

The question of the advisability of placing any subject in the curriculum should be, Is it educative? Out of this question grows a second which is, What is education? Dr. Butler defines education as "the adjustment of the individual to the spiritual possessions of the race." This adjustment of man to his spiritual possessions begins in the cradle, and ends, so far as we know with the ending of life.

Education in the narrow sense of the word, however, deals with that part of man's adjustment connected with the school life only. Now if the adjustment of the individual to his spiritual possessions, or the development and cultivation of man, in order that he may attain his destiny, is to be accomplished in the school, then the means used to obtain this result are of vital importance.

According to Herbart the only safe guide the means thru which this end can be reached is the apperception or mental assimilative power of the child, and since all that goes to make up the mental content of the child comes thru the senses, the more highly developed the senses are, the more active and powerful will be the mental content. To develop the sense, the child must be brought into contact with interesting sense objects, and thru sense objects get knowledge of things as well as words.

The human brain not only has the power of absorption and assimilation but also the power of expression, and the character of its mental content is measured by its expressing power. The brain while

[Concluded on Page 5.]

## The Intercollegiate Debate

On Friday evening, Mar. 27 under the auspices of the Kappa Sigma Debating Society, Howard is to meet her old rival, Shaw University, not on the gridiron or diamond in a contest of honor and athletic skill, as has been the sole custom heretofore, but on a rostrum in a contest of brain and forensic ability.

This is the first time these two rivals measured arms on an occasion of this sort and it will, as it should, attract widespread attention and special interest. The team which is to uphold the banner of Howard in this debate is composed of Messrs C. E. Smith, '08; S. D. McCree, '08; C. C. Sanford, '09; and alternate, J. S. Butts, '10. All of these men have records to be proud of.

Mr. Smith of the Senior class is well known to have set a precedent by winning the Alpha Phi Prize Debate in his Freshman year against a combination of Sophomores, Juniors and Seniors. He is a fluent speaker and possesses a ready wit and a logical mind as well as a commanding personality which carries his audience with him into the depths of the subject and where his persuasive words and sound reasoning cause them to see it as he sees it or as he wants them to see it.

Mr. McCree also of the Senior class is an experienced debater and a speaker of recognized ability. Twice has he been a disputant on the Alpha Phi Prize Debate. On the first occasion he was almost the unanimous choice of the student body for second honors and on the second occasion was considered a possible winner but was unable to appear.

The ability of Mr. Sanford of the Junior class to uphold the glory and honor of Howard on this occasion is questioned by none. Back of him is a record of victories on the rostrum beginning during his "Prep" course. He was a contestant on the "Prep" Debate and twice was awarded the medal. Last year he added to these his signal victories in the Alpha Phi Prize Debate. From the way he is now working we are sure that he is determined to make the speech of his life.

Mr. Butts of the Sophomore class possesses all the qualifications of a debater. His deep voice, excellent delivery and commanding appearance are well fitted to impress upon the audience the views he has obtained by deep thinking, wide reading and sound reasoning. He was a contestant on the "Prep" Debate in 1904, when he decidedly won out; and last year, although only a Freshman, won a place on the debating team in the competitive contests.

With a team composed of such men as these we are not afraid of defeat.

On this occasion all loyal Howardites are hoping, yes, even praying for the success of our team, yet desiring that "to the victor shall belong the spoils." As in a foot ball game, half the victory depends upon the crowd of rooters on the side lines, waving pennants displaying colors, cheering the team and the individual players in their losses as well as in their gains, following the ball enthusiastically up and down the field, shouting words of encouragement at every pause in the game, thus inspiring in the team courage, composure and a determination to win; so our chances of a victory in this event will be infinitely increased if, when on the eve of action our warriors behold an audience displaying the blue and white and encouraging them by their looks and by their applause. Let Howard be out in force on this occasion and help the team win.

WALTON, '09

## Practical Education of To-day

By JAMES R. CHASE, Col. '08

Our country is discussing and experimenting with those systems of instruction it thinks will so acquaint every boy and girl graduate with the duties and privileges of life that they may immediately enter upon some self-supporting career.

Each community is trying to settle for itself what studies are most helpful in securing what it considers the aim and end of all education, namely, comfortable material and happy spiritual existence.

The systems of education now in vogue they claim are traditions suited to times and conditions that are past. What shall be given for the present and future? What shall be studied? How long? And for what purposes? In my mind, in answering these questions educational officers and agents should be influenced by that prophetic statement of Herbert Spencer, who said: "The ultimate test of all education is how to live and not how to live in the mere material sense only, but in the widest sense. The general problem which comprehends every special problem is the right ruling of conduct in all directions under all circumstances; in which way to treat the body, in what way to treat the mind; in what way to manage our affairs, in what way to bring up a family, in what way to behave as a citizen, in what way to utilize all those sources of happiness which nature supplies—how to use all our faculties to the greatest advantage of ourselves—how to live completely."

He declared it the function of education to prepare us for this complete living and that no system of education could be rationally judged except in proportion as it has succeeded, or failed in preparing boys and girls for this complete life.

It is not sufficient, in selecting courses of study for the young simply to think that such or such

information will be useful in after life, or that this kind of knowledge is of more practical value than that; we must seek out some process of estimating their respective values, so that as far as possible we may positively know which are most deserving of attention.

There are questions suggested by this subject, "Practical Education of To-day," that must be left untouched. Some are: Can graded schools prepare boys for special work in life? What is the primal purpose for which public schools are conducted in a democracy? How far are we to be governed by the natural inclination and fitness of the pupils in the arrangement of these courses of study?

In spite of all these questions, we can partly satisfy ourselves for safe positive action, if we know what must be given, for what purpose and how long.

First, those subjects should be studied that enable every pupil to adapt himself to the time in which he lives; that help the young fledgling to work for public as well as private advantage; that help him to consider seriously the things that are of first importance in life.

It is said that there are three classes of aims in life, vocational, social and cultural, and that they are not separable in practice—that in school life each individual should be stimulated to aim at intelligent self-supporting or some worthy form of life work, and to give him general preparation for such activity to participate intelligently and helpfully in promoting the welfare of the society of which he is to form a part.

A pupil should be so educated that as his taste and fitness direct him he could easily begin his life work with a thorough practical knowledge of a trade or profession in school. It would be unjust to the pupil, extravagant and dangerous to the community, to send a pupil out with only that narrow preparation that is involved in the knowledge of a single trade or pro-

fession with the principles underlying.

Says Professor H. Hanns, of Harvard University, professor of the History and Art of Teaching, "A child who on leaving the elementary school thenceforward devotes himself to a trade or business is almost sure to have his interest limited by his occupation whether with or against his original inclination, to say nothing of the fact that his success is made extremely difficult because of his ignorance and inadequate preparation, and that although he may become a successful merchant or artisan, he will swell the ranks of the unenlightened philistines. Whatever the profession, the law, medicine, theology, mechanics or what not, this life demands an education suited to its varied, complex and changing needs."

But this does not warrant us in spending our whole time in becoming proficient in any single profession or trade, laying aside all the elements and principles that are necessary to prepare us for a possible change. Ours is an age of mutability and this makes it necessary that every one should have that combination of qualities by which he can turn with facility from one trade or profession to another.

Social aims in our education should give us a knowledge of the political and civil society of which we form a part. We should know something of the history of the inauguration and conduct of business of the history of the industries and the achievements of the statesmen and generals, heroic men of war. Lastly we should be instructed as to the part we can play in this national drama of life.

~ ~ ~ ~

### Waiting for Luck

The foolish man sits down,  
Without the wish to strive,  
And twirls his thumbs and waits  
For good luck to arrive.  
The wise man bares his arms  
And works to make the way  
A smooth one for the good  
Luck that may come some day.  
—Chicago Record-Herald.

## Estimate for Increased Salaries in Howard University

### Three Letters Which Explain Them- selves

#### TREASURY DEPARTMENT OFFICE OF SECRETARY

Washington, February 3, 1908.

Sir: I have the honor to transmit herewith, for the consideration of Congress, copy of a communication from the Secretary of the Interior of January 30, 1908, submitting a supplemental estimate in the additional sum of \$2,870 for increase of salaries of certain professors and instructors in the School of Liberal Arts and others departments of Howard University, Washington D. C., for the fiscal year ending June 30, 1909.

Respectfully,

GEO. B. CORTELYOU,

Secretary.

The Speaker of The House of Representatives.

DEPARTMENT OF THE INTERIOR,  
Washington, January 30, 1908.

Sir: I have the honor to transmit herewith a communication from the president of Howard University, of Washington, D. C., in which he incorporated an estimate, additional to the regular annual estimate heretofore submitted, amounting to \$2,870, for increase of salaries of certain professors and instructors in the School of Liberal Arts and other departments of the said university.

The communication of the president of the university fully explains the reason given by him for the additional appropriation. The estimate as submitted meets with my approval, and is respectfully forwarded, through your Department, for the appropriate action of the Congress.

#### HOWARD UNIVERSITY

Washington, D. C. Jan. 28, 1908.

Sir, I beg to submit for your approval a supplemental estimate of appropriations for Howard University, to be available for the scholastic year 1908-9.

By unanimous action of the board of trustees of the university, Justice Job Barnard presiding, the president of the university was directed to make application for an additional appropriation, account of salaries, of \$2,870, this sum to be over and above the advance named in the schedule heretofore submitted, as that is regarded as making inadequate provision for those who have given long years of faithful service.

The additional sum of \$2,870 is asked for in order that, with the sum named in the previous schedule, four deans who serve as heads of departments and whose average term of service is nineteen years, may receive each \$2,000 a year; that the five full professors in the School of Liberal Arts may each receive \$1,800 a year, and that the salaries of other instructors in the academic departments may be moderately increased.

The reasonableness of the proposed addition to salaries appears from the following statement of the salaries in the public schools of the District of Columbia as compared with the above list of professors who are doing work of college grade and teachers who are doing work of the same grade as that of the high schools at an average salary of about \$1,200:

Superintending principals, salary begins at \$2,200, by automatic promotion advanced to \$2,700.

Principals of high schools, salary begins at \$2,000, by promotion \$2,400.

Heads of departments, salary begins at \$1,900, by promotion \$2,200.

High school teachers, salary begins at \$1,000, by promotion \$1,800.

If the high character of the work at Howard University that is so largely to affect the character and work of the teachers, physician, moral, commercial, and industrial leaders of a race is to be maintained, salaries that are somewhat on a par with those paid in other educational institutions in the District should be provided.

This unanimous and earnest request of the board of trustees,

herewith submitted, is based upon the above considerations

Very respectfully,

W. P. THIRKIELD, Pres.

The Secretary of the Interior

## Medical Notes

That Howard's School of Medicine is making no apologies to other institutions, and that the good work of its alumni is sufficient testimony of its worth, are evidenced by the very commendable showing on the part of the recent graduates in various state boards.

At a recent examination held in Mass., where fifty-three men were examined for license to practice, Mr. John Pindeiro '00 carried off the honors.

Messrs C. H. Payne and E. S. Kennedy, both class '07, made the highest marks at last W. Va. examination.

Those successful in last Pennsylvania examination were as follows: F. H. Battis, '07; C. P. H. Cunningham, '07; C. A. M. Kane, '07; Jas. T. Irish, '07; C. D. Osborne, '07; A. S. Jones, '06; A. N. Levy, '04.

Maryland: R. G. Munday, '07; J. H. Robertson, '07; B. M. Phetta, '07; A. Garcia, '07.

District of Columbia: W. L. Philips.

Mr. E. C. Wilson of the Senior class, received a cablegram a few days ago, from his home in Jamaica, informing him of the sudden death of his mother. We extend him our sympathy in his sad bereavement.

Dr. Marion Diggs, Dental '07; has returned to Washington, where he expects to remain until he has completed his preparations for the state board.

No one will doubt that Dr. Diggs possesses all the grace, finish and smoothness, which are considered valuable assets in his line of work. He has many admirers in Washing-

[Continued on Page 7.]

## The University Journal

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*PRAESTANTIA NON SINE LABORE*

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Students and Alumni of the University  
are invited to contribute.

Address all communications to  
THE UNIVERSITY JOURNAL,  
HOWARD UNIVERSITY,  
Washington, D. C.

WASHINGTON, D. C., MARCH 10, 1908

### Council of Upper Classmen

The Council seems to be getting on its feet again. The meetings are well attended and great interest is being manifested by all the members in the doings and plans of the Society. The executive committee is making arrangements for the Annual Promenade and for the reception of the Sophs in April.

The Council was at one time a flourishing institution but through neglect gradually fell off until this year it was found necessary to reorganize. Pres. W. H. Washington is expediting matters as far as possible aiming, to get the body into working order. The election of officers for 1908-09 this scholastic year, the promenade and reception of the Sophs is a guarantee that

next year's Council will be a reality and that a reorganization will not be necessary every year. Let us hope that the infusion of new blood into the society and the awakened interest are assurances of the permanency of the Council of Upper Classmen.



### Fraternities

The fraternity seems to be a problem in the universities of this country. Some schools forbid their existence, some are not in sympathy with such orders while other schools are in sympathy or are at least not opposed to the existence of the "frat."

It is a fact that in some cases the "frat" has exercised a distracting influence and has been more of a club than a fraternity, but this is an abuse of organizations that are intended to promote what their name implies, fraternalism.

A student body is a section of society and is subject to the same impulses as society as a whole, and so it is only natural that students should have their institutions and organizations. The fraternity, speaking generally, aims to promote brotherhood among its members, aid the weak and discountenance evil. Any abuse that may arise from exclusiveness in the extreme, or using the fraternity as a place for loafing or worse things still, is the fault of the members belonging to it and not the fault of the fraternity. Any organization is subject to the same abuse and can rise no higher than the level of its members.

The Alpha Phi Alpha fraternity now struggling for its existence in this University is no exception to this rule. If it is composed of good men the fraternity is and will continue to be a good thing. Its list of members are representative men of the school, its aim is good and therefore the fraternity is deserving of encouragement, and if not that under the exercise of the Laissez Faire principle the fraternity will justify its own existence.

### Basket Ball

As the season draws nearer to a close the interest in basket ball is increasing. The Howard Academy and Armstrong Manual Training are at the head of the league, neither team having lost a game, and it seems as if the race will be between these two. The Medical team, which is a strong aggregation and looked promising at first, was practically put out of the running last Saturday by the Academy. The M Street and Howard College have only lost one game and still have a chance, but one of these will be eliminated as soon as they play off their tie game.

The Academy looks to be the strongest team in the league. Franklin, the tall active center, is a tower of strength to the Preps. The other teams; Oberlin Athletic club, LeDroit Park and the Crescents have improved very much since the opening of the season and undoubtedly will be a source of trouble to the leaders, something like the Washington American League aggregation too far behind to win but coming in at the last of the season, defeat the leaders in the race with ease and often decide the winner.

Saturday, Feb. 29, College defeated Oberlin by a score of 10 to 0; M. St. from Crescent, 5 to 4, while Medical lost a hard game to Armstrong.

A week later "Preps" defeated Medics, scoring six against the "doctors" three; Le Droits won out by a score of 14 to 11.

Next Saturday, March 14, the Academy meets Armstrong in what will probably be the deciding game of the season.



We hope the athletes will not fail to keep their class marks up to the notch so the team will not be compelled to leave some of the best players behind. The Athletic Council is rigidly enforcing the scholarship qualification. This will raise the tone of our athletic contests.

## What Does Manual Training Contribute to Education?

[Continued from Page 1.]

absorbing thru all five senses, uses only two means for expression—language and muscular activity.

Heretofore speech and writing have been the means of expressing that in the schools. Too much attention has been given to the taking of facts and not enough to self-expression. The power of expression should be coextensive with the absorbing and assimilating power.

Froebel in the kindergarten, thru the gifts and games, provided means whereby the child could get mental impressions, and also give expression. But the training derived from any object, introduced for the sake of training can in no way compare with the training which comes from daily intimacy and interest in familiar occupation. The manual arts not only increases mental content by developing brain cells controlled by the sense organs and muscles used in the work; but they also afford opportunities for self expression. A child, if he has a good memory, will write a fair description of a thing he has never seen and which he would not recognize should he see it. But the child is expressing the thoughts of others and not his own. In making something the child must think; he must think of the relation of each part to the others, and of the parts to the whole. Therefore his own thought must be expressed in the finished product; his own individuality must show itself in all his work.

Occupations in the manual arts not only induce thought and provide a means for self-expression, but they exact personal responsibility by appealing directly and continually to the pupil's will, or his power in choice of action. If, as Froebel says, "the will is the seat of character," then character building is another result of this training. To arouse the interest of the child, and, therefore, will to act, is the first essential in all educational

training. The interest which a child has in the completion of something which he has thought out by himself inspires him to put forth his best powers of mind and muscle. The creative instinct is born in every child and should be stimulated throughout school life by opportunities for engaging in well directed handwork. The suppression of this instinct results in much harm to the child. Suitable handwork cultivates patience and perseverance, and develops the sturdy virtues of self reliance and self poise.

In manual training work, we have a miniature society. The pupil learns to maintain his rights, and to respect the rights of others. He curbs selfishness by learning to co-operate with others for mutual benefit. He expends his activity in profitable labor, which bears the same characteristics as does the labor of practical life of after years, and which requires the expenditure of the same mental and physical powers.

It is, doubtless, true that a great many social troubles might be satisfactorily settled, or would never have arisen at all if those who direct labor had a practical knowledge of the value of labor, and the laborer had been trained to put intelligent thought into his work. A knowledge of the manual arts creates a respect for the laborer in those who do not do manual work for a livelihood, and establishes a bond of sympathy between laborer and employer. It is necessary, in a country where a large majority of the people earn a livelihood by manual work of some kind, that the social and political leaders of that country have a practical knowledge of at least some of the industries of the people.

Since society is what the individual makes it, and the individual character is, for the most part, formed in the home, there it seems only that the training of the child should begin back of the school in the home. Pestalozzi said that the child's education should begin in the home, but Pestalozzi did not find mothers who were capable of beginning the education of the children. The need for educated mothers is, perhaps, as great today as it ever has been. This need is being partially met by those branches of manual training

most closely connected with home life, domestic art and science. A woman may thoroughly understand every subject in the curriculum, but if she can not wisely direct her own household, and give her children the foundation for true character building, she is sadly ignorant of the most vital principles in education. The mother has a working basis, which is the beginning of all true education and for which the teacher may strive in vain to gain. The mother has the child's love. Thru its love for the mother the child's natural activities may be turned into right channels and the foundation of future education laid.

Comenius and Locke advised manual training from a practical point of view. Rousseau and Fitch saw its influence on the mental and physical development was to be desired. "Froebel in the kindergarten reduced theory to practice, and in the kindergarten all manual training as well as all rational and systematic education has its basis."

Today manual training is taught in the schools as one of the means for the development of the child's mental, moral and physical powers.

FLORENCE A. HILL.

□ □ □ □

## Proposed Base Ball Schedule, 1908

Name of Team	Place	Date
		April
Eastern Empires	Washington	1
College Dept. H. U.	"	2
Med. Dept. H. U.	"	4
Law Dept. H. U.	"	6
Academy H. U.	"	7
Com. Col. H. U.	"	8
Kitrell Col.	"	10-11
A. and M. Col.	Greensboro	13
Bennett Col.	"	14
Livingstone Col.	Salisbury	15
Biddle Univ.	Charlotte	16
Shaw Univ.	Raleigh	17-18
St. Augustine Sch.	"	20
N. C. Mut. Ins. Co.	Durham	21
Kitrell Col.	Kitrell	22
Jos. Brick Sch.	Endfield	23
Vir. N. & I. Inst.	Petersburg	24
Union Univ.	Richmond	25
Shaw Univ.	Washington	29-30
		May
Lafayette	"	2
M. St. H. Sch.	"	6
Crescent Ath. Cl.	"	7
Union Univ.	"	9
Y. M. C. A.	"	12
Annapolis Grays	"	14
Morgan Col.	Baltimore	16
Rockville Stars	Washington	19
Manual Tr. Sch.	"	21
Storer Col.	"	23
Morgan Col.	"	26-27
Alumni H. U.	"	28
Faculty H. U.	"	29



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### The Ground Hog Convert.

By JAMES M. HARRISON

De groun' hog tuk his almanac  
An' read it 'thout a doubt.  
Count de days dats a fact  
To find w'en he go out.  
Groun' hog smell de atmosphere  
Wedder sharp an cold;  
Seen eis shadder standing dere,  
Run back to his hole.

Groun' hog tell the world "goo bye"  
Doan you try to scoff it.  
For de spring time ain't so nigh,  
Says old nachur's prophet.  
Keep you' quinine an' you' pills,  
Also you' N. C. corn.  
For you' got to hab more chills  
Tis winter sho's you born.

Got no faith in wish bone now,  
An' no udder sign.  
'Spect you knows de reason how  
I done changed mah min'.  
Freczin', blowin' yisterday,  
Now de groun' iz white.  
Slippin', slidin' on mah way—  
Guess de groun' hog's right.

~ ~ ~ ~

The baseball trip this year is  
lengthened to two weeks, with  
games almost every day. Among  
the teams to be played are Shaw,  
Union, Kittrell and Petersburg.

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### Medical Notes

[Continued from Page 3.]

ton, his extensive travels throughout the western continent making him a most agreeable and interesting companion. Tho he hails from Missouri he contemplates settling in the beautiful state of California, among the vine-clad hills and sunny orange groves.

### JUNIORS' ANNIVERSARY

On last Thursday night at True Reformers' Hall the Junior Medical class celebrated its third annual "stag." The Senior Dental and Senior Pharmacy classes also joined them in paying homage to the god of Merriment.

Aside from a very elaborate menu, the feature of the evening was the long list of toasts, which elicited many humorous and witty responses.

Mr. Kyle M. Pettis, president, presided and fully substantiated his claim upon the office which he has so pre-eminently filled throughout the year.

### SOPHS DINE

The initial banquet of the Sophomore class was given on the night of Feb. 20, at True Reformers Hall. The speech of Dr. C. A. Brooks, the guest of honor, proved the feature of the evening. Many toasts were responded to in grand style by the different members.

The Senior and Junior Medical class will be glad to learn that Dr. Brackett expects to be able to resume his work in a short while.

It was with profound regret that that the Junior class was compelled to give up one of its loyal members, Mr. D. K. Taskin, whose departure was brought about by illness. A change of climate having been recommended, he returned to his home in the Barbados, where in the course of time he expects to recover his health. Mr. Gaskin possessed a congenial disposition and was an excellent student.

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### Illustrated Lecture

The illustrated lecture by Dr. John L. Ewell last Tuesday night in chapel proved to be very interesting and profitable. The subject was, "A Horseback Ride from Jerusalem to Beirut," and the scenes of Jacob's well and the river Jordan together with many other views of the Holy Land and its people gave an excellent idea of the charm that surrounds far-off Palestine.

The many friends of Dr. Geo. W. Davis, 07, whose illness necessitated his giving up the interne work at Freedmen's, will be glad to learn that he is rapidly regaining his health.

• • • • •

The base ball and track candidates have begun training, and the campus is taking on a busy appearance. From the showing of the material on hand we should have a winning team this year.



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